



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

AoLE

27 Sep 2023

www.uwtsd.ac.uk



Session aims

- Explore relevant MFL teaching methods (e.g. Translanguaging & CLIL)
- Develop knowledge around AoLE of LLC
- Evaluate the 'effectiveness' of example MFL lessons

Mini-microteach and organise MFL resource bank



Six Areas of Learning and Experience

Languages,
Literacy and
Communication

Expressive Arts

Humanities

AOLE's

Mathematics
and Numeracy

Science and
Technology

Health and
Well-being

Translanguaging Trawsieithu

for

the AoLE of

Languages,
Literacy and
Communication



Translanguaging

Transcend: go beyond the limits

Emerged in Bangor (1980s)

- Cen Williams
- Colin Baker
- Ofelia García
- Wei Li



Uned Technolegau Iaith /
Language Technologies Unit,
Canolfan Bedwyr



trawsieithu

PORTH TERMAU
CENEDLAETHOL CYMRU

Wedi canfod 2 canlyniad.

Dyma ganlyniadau **Cymraeg** sy'n
berthnasol i:

trawsieithu (2)

cofnodion sy'n **cyfateb** i
'**trawsieithu**'

trawsieithu **be** translanguaging
*Geiriadur Termau'r Coleg Cymraeg
Cenedlaethol - Iaith a Llenyddiaeth*

trawsieithu **be** purposeful
concurrent use of language
Y Termiadur Addysg



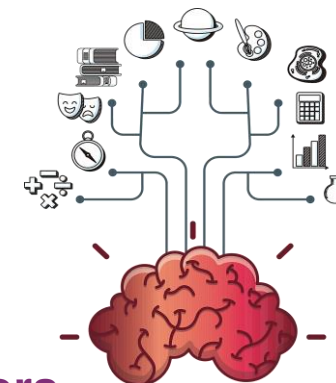
Policy Background: rationale

Curriculum for Wales: 4 Purposes

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens of Wales and the world
- healthy, confident individuals



Ambitious, capable learners,
ready to learn throughout their lives



Enterprising, creative contributors,
ready to play a full part in life and work

LLC and 4 purposes

Ethical, informed citizens of
Wales and the world



Healthy, confident individuals, ready
to lead fulfilling lives as valued
members of society



Learning and experience in this area can empower learners to be creative and to persevere when facing challenges.. Enterprising, creative contributors, ready to play a full part in life and work	This AoLE aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages.
Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages. Ambitious, capable learners, ready to learn throughout their lives	Effective language skills help learners to make sense of concepts across the curriculum, for example by enabling them to articulate their reasoning when solving problems and analysing information.
The skills promoted through languages, literacy and communication are key to enabling learners to express themselves effectively, to be open to other people's points of view and to develop positive relationships. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society	The multilingual and plurilingual approach is intended to ignite learners' curiosity and enthusiasm about languages.
The aim is to encourage learners to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people.	In this Area, languages are seen as a key to social cohesion, which can promote better local, national and global understanding. Ethical, informed citizens of Wales and the world

Creativity in languages can build learners' confidence to grasp new opportunities and to adapt to different roles. Enterprising, creative contributors, ready to play a full part in life and work	A key aspect of effective language learning is the willingness to experiment and take risks in trying out new structures, sounds and patterns.
This AoLE aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages. Ambitious, capable learners, ready to learn throughout their lives	Effective multilingual skills deepen the ability to analyse and solve problems, as they enable learners to respond in many more contexts.
The opportunity to learn several languages deepens understanding of identity, culture and belonging. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society	Linguistic knowledge and skills in multiple languages are needed to participate confidently and empathetically in society. Ethical, informed citizens of Wales and the world

A shift in language education

Grammatical
competence

L2 accuracy

- Grammar Translation Method
- Audio-lingual Method

L1 transfer/error?

Communicative
competence

L2 fluency

- Communicative Language Teaching
- Task-based Language Teaching

'Repertoire': translanguaging space

Bilinguals are not two monolinguals in one!

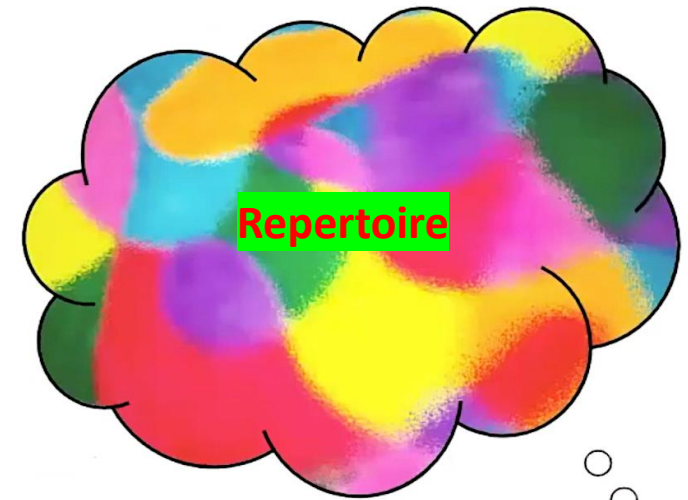


García



Li

L1



Languages
interconnected
no clear
boundaries





Any time

Since 2023

Since 2022

Since 2019

Custom range...

Sort by relevance

Sort by date

Any type

Review articles

☐ include patents

☒ include citations

☒ Create alert

Translanguaging

[J Conteh](#) - [ELT journal](#), 2018 - [academic.oup.com](#)

... , and later translated into English as '**translanguaging**'—was constructed as a purposeful ... UK have begun to recognize the pedagogic potential of **translanguaging** (Li 2018a: 32) in ways ...

☆ Save Cite Cited by 123 Related articles All 2 versions

Translanguaging

[S Vogel](#), [O García](#) - 2017 - [academicworks.cuny.edu](#)

... **Translanguaging** as a sociolinguistic and psycholinguistic ... As a pedagogical practice, **translanguaging** leverages the ... In addition, **translanguaging** pedagogy develops both of the ...

☆ Save Cite Cited by 359 Related articles All 3 versions

Translanguaging and identity in educational settings

[A Creese](#), [A Blackledge](#) - [Annual Review of Applied Linguistics](#), 2015 - [cambridge.org](#)

This article reviews recent scholarship in language, identity, and education. It critically reflects on developments in sociolinguistics as researchers have engaged with the dynamics and ...

☆ Save Cite Cited by 556 Related articles All 6 versions

Translanguaging as a practical theory of language

[L Wei](#) - [Applied linguistics](#), 2018 - [academic.oup.com](#)

... This article seeks to develop **Translanguaging** as a theory of ... **Translanguaging** and multimodality. I go on to discuss two related notions: **Translanguaging** Space and **Translanguaging** ...

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Bilingual Wales

- Two official languages of Wales: Welsh and English
- Welsh is a compulsory school subject for ages 3-16
- 23% of children in Wales attend Welsh-medium schools
- 562,000 of the 3.1m population are Welsh speakers
- Welsh Government ambition: 1 million Welsh speakers by 2050

UNESCO Atlas of the World's Languages in Danger

<http://www.unesco.org/new/en/culture/themes/endangered-languages/atlas-of-languages-in-danger/>

Degree of endangerment		Intergenerational Language Transmission
	safe	language is spoken by all generations; intergenerational transmission is uninterrupted >> not included in the Atlas
	vulnerable	most children speak the language, but it may be restricted to certain domains (e.g., home)
	definitely endangered	children no longer learn the language as mother tongue in the home
	severely endangered	language is spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves
	critically endangered	the youngest speakers are grandparents and older, and they speak the language partially and infrequently
	extinct	there are no speakers left >> included in the Atlas if presumably extinct since the 1950s

“move between languages and cultures”

‘language teachers’ rather than
teachers of a specific language
(Kelly, 2018, p.8)

A **holistic** approach
benefit not only **MFL**
but also **Welsh and English**
(Gorrara et al, 2020, p.245)

(Trawsieithu) Translanguaging is a pedagogical practice that alternates the use of two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language.

<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/descriptions-of-learning/>

'Repertoire': translanguaging space

Translanguaging Ring - Spanish Space

Records key words in her Personal Bilingual Dictionary (with end product in mind.)

MI diccionario bilingüe

Uses Bilingual Charts & Walls

Brainstorms mostly in English

Speaks to her new best friend in Spanish

Sometimes refers to her English math book to interpret a word problem

GO MATH!

Sidney

Translanguaging Ring - English Space

Records key words in her Personal Bilingual Dictionary (with end product in mind.)

MI diccionario bilingüe

Uses Bilingual Charts & Walls

Drafts mostly in Spanish

Angelica

Strategic partnering/ grouping

"move between languages and cultures"

S · P · O · R · T



FOOTBALL · 踢足球 · tī zú qiú BASKETBALL · 打篮球 · dǎ lán qiú
 SWIMMING · 游泳 · yóu yǒng TENNIS · 打网球 · dǎ wǎng qiú
 PING PONG · 打乒乓球 · dǎ ping pāng qiú CYCLING · 骑车 · qí chē
 RUNNING · 跑步 · pǎo bù SPORTS · 运动 · yùn dòng



你好！我叫 emery。我喜欢运动。我很喜欢打网球也喜欢打乒乓球和骑车。我不喜欢踢足球。星期一和星期三我打网球。星期五我打乒乓球。星期六我骑车。
 Hello! My name is Emery. I like sports. I really like play tennis also like play ping pong and cycling. I don't like play football. Monday and wednesday I play tennis. Friday I play ping pong. Saturday I Cycle.



你好！我叫 robyn。我喜欢运动。我很喜欢踢足球也喜欢游泳和跑步。我不喜欢打乒乓球。星期三和星期四我踢足球。星期六我游泳。星期一我跑。
 Hello! My name is Robyn. I like sports. I really like play football also like go swimming and go running. I don't like play ping pong. Wednesday and thursday I play football. Saturday I go swimming. Monday I go running.



你好！我叫 Jaylah。我喜欢运动。我很喜欢打篮球也喜欢跑步和骑车。我不喜欢游泳。星期四和星期六我打篮球。星期日跑步。星期二骑车。
 Hello! My name is Jaylah. I like sports. I really like play basketball also like go running and cycling. I don't like swimming. Thursday and saturday I play basketball. Sunday I go running. Tuesday I go cycling.

Languages, Literacy and Communication

1. Gain knowledge/skills in Welsh, English and international languages.
2. Include WAL/EAL and other home or community languages.
3. Use Multilingual approach to ignite enthusiasm and interest in languages and literature from Wales and the world.
4. Experience the joy of learning language/literature as consumers/creators.

Language learning skills are transferable

- All learners should have the opportunity to learn **at least 1 international language** at school.
- Encourage learners to use **plurilingual skills** and recognise the value of being able to **use different languages**.
- Schools may choose to **offer different international languages**, to enhance learners' **linguistic and intercultural awareness**.

Code-switching

Reproductional translanguaging

Content is first made using one set of language resources and then made again using another set.



Cwestiynau

Las Preguntas

Questions

Dyma sut y gallwch ofyn cwestiynau yn Sbaeneg, yn y Gymraeg a'r Saesneg.
Sylwch ar yr atalnodi yn Sbaeneg wrth ofyn cwestiwn!

Here's how you can ask questions in Spanish, Welsh and English.
Note the punctuation in Spanish when asking a question!

Rwyd ti'n hoffi
cerddoriaeth bop.

Te gusta la
música pop.

You like
pop music.

Wyt ti'n hoffi
cerddoriaeth bop?

¿Te gusta la
música pop?

Do you like
pop music?

Wyt ti'n chwarae'r
gitâr?

Spielst du die
Gitarre?

Do you play the
guitar?

Oes gen ti frodyr
a chwiorydd?

Hast du
Geschwister?

Do you have
brothers and sisters?

Ydy Meical yn
absennol heddiw?

Ist Michael
heute abwesend?

Is Michael
absent today?

'As a bilingual nation, we start from a positive position because we provide education through the medium of English and Welsh. Both languages are embedded in our education and training system. Our young people therefore have a head start by developing language and literacy skills that they can readily apply to other European and world languages. Conversely, the study of a foreign language can support learners' literacy in English and Welsh.'

Making Languages Count: Modern foreign languages in secondary schools and Learning Pathways 14–19 (Welsh Assembly Government, 2010)

Making Languages Count: Modern foreign languages in secondary schools and Learning Pathways 14–19, the action plan for modern foreign languages in Wales, commits to developing guidance on effective approaches to triple literacy so that the learning of a foreign language complements the wider development of literacy and skills in English and Welsh. This guidance therefore builds on and updates *Making the Link: Language learning 5–14* (ACCAC, 2003) which was developed in order to support learners' language skills across English, Welsh and modern foreign languages (MFL).

Between 2005 and 2007, CILT Cymru ran a Triple Literacy Action Research Project with a group of schools following the publication of *Making the Link: Language learning 5–14*. These schools worked on projects across languages which benefited learners' language learning and literacy. In its report *Improving modern foreign languages in secondary schools in Wales* (2009), Estyn recommends that secondary schools should 'develop common practices between the English, Welsh and modern foreign language departments to improve pupils' understanding of language concepts'.



Search anything

Search eResources



All items ▾

with my exact phrase ▾

in subject ▾



BACK TO RESULTS LIST



ARTICLE

Teachers' code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions

Cahyani, Hilda ; de Courcy, Michele ; Barnett, Jenny

Abingdon: Taylor & Francis Ltd

International journal of bilingual education and bilingualism, 2018, Vol.21 (4), p.465-479



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View Issue Contents



Code-meshing

Complementary translanguaging

Resources are meshed without translation from one named language to another.



C: 我喜欢种植东西，尽管我并不是特别擅长种植物。并且，这些花看起来很漂亮不是吗？我可是自己种的呢~ 我认为我并不擅长拍照。

E: 很美丽！very beautiful! ❀❀ 你自己种植了吗？哇太漂亮了。我只可以种植杂草 哈哈😄 you planted them yourself? wow so pretty! i can only plant weeds hahah

C: 谢谢~。(≥▽≤) 其实种植这些花并不困难。你只需要及时浇水即可。并且我想你也可以做到自己种植它~

E: They're very big

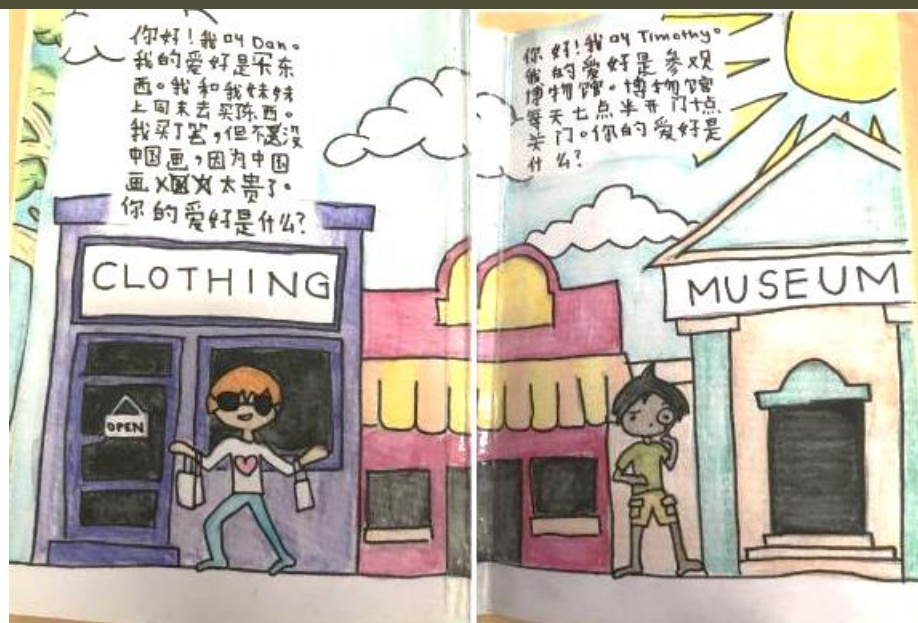
C: 花不大，主要是房子和阳台很小。

E: 很漂亮 They're very pretty :-) ♥ 这是什么花？😄

C: 不知道是不是油菜花，因为分不清青菜花和油菜花。

Ben十五岁，有十六个姐姐。有一天，他的大姐问他，你想去公园吗？Ben说，我不想去，因为公园有大风。他的三姐说，我们可以遛狗。那只狗是黑白两色，叫Lemon，很可爱。他的七姐，八姐，九姐，十姐，十一姐是quintuplets。她们长得一样，Lemon不知道她们who's who。

现在，他打wheelchair篮球。他的篮球比normal 篮球打得好。后来，Ben的十六个姐姐都结婚了，他有八十个侄子和侄女一共。但是他们都很矮，都只有十六厘米高。不幸，他accidently step了他的十侄女。她死了，所以她的soul去了heaven。她每天看Ben的篮球比赛在heaven。



西班牙 SPAIN!

西班牙在东北的欧洲。
马德里是西班牙的首都。
西班牙人说西班牙文。
在西班牙,你可以在海边里游泳,坐在阳光下看书,和访问城市。
在西班牙,你可以吃面包,很多肉和米饭。在夏天很热,没有云,但是冬天有云。很多人说“西班牙人很好。也,海边很美丽。”

images from Wikipedia



Comprehensible Input

Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just be understood.

Language is best learned through a subconscious process by 'understanding messages in the target language'. Comprehensible Input can bring better acquisition, which can then lead to 'true competence' (Krashen, 1985).

Pushed Output

Interactionist SLA research argued that functional use of the target language in meaningful communication could trigger the learners' language output, which may create opportunities for language learning to take place (Chapelle, 2000; Long, 1996; Mackey, 2007; Swain, 1985).

According to L2 interactionist researchers, the most effective way of developing successful L2 competence is to ensure that learners have sufficient opportunities to participate in conversations and to interact with each other, which could create opportunities for L2 learning (Mackey, 2007).

Descriptions of learning: **can-do** statements

▼ Languages connect us.

Progression step 3

I can receive information in one language and adapt it for various purposes in another language.

Progression step 4

I can apply my translanguaging skills to support my learning in familiar and new languages.

Progression step 5

I can independently identify translanguaging opportunities to enhance my learning and communication in my languages.

Start small first

Plan **mini translanguaging steps** in your **SoW/ MFL lessons**

- Doing **register/Greeting** pupils at door in different languages:
- Bore da! Prynhawn da!
- Zaoshang hao! 早上好!
- Hola! Ni hao! 你好!
- Sign Language?



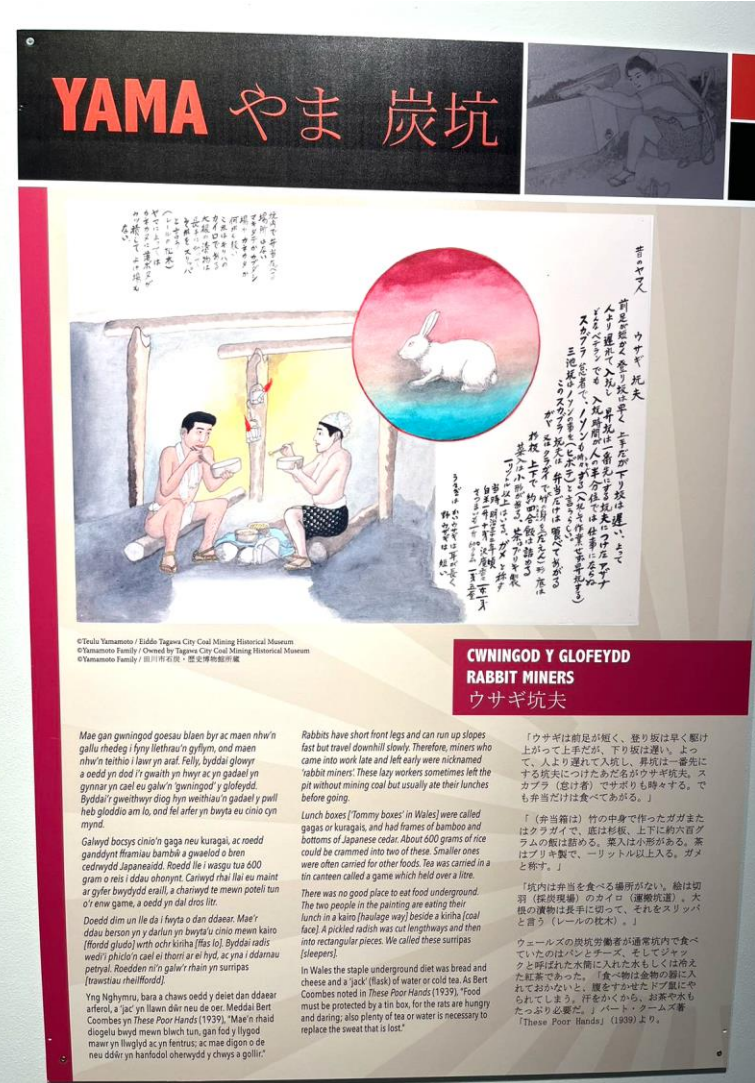
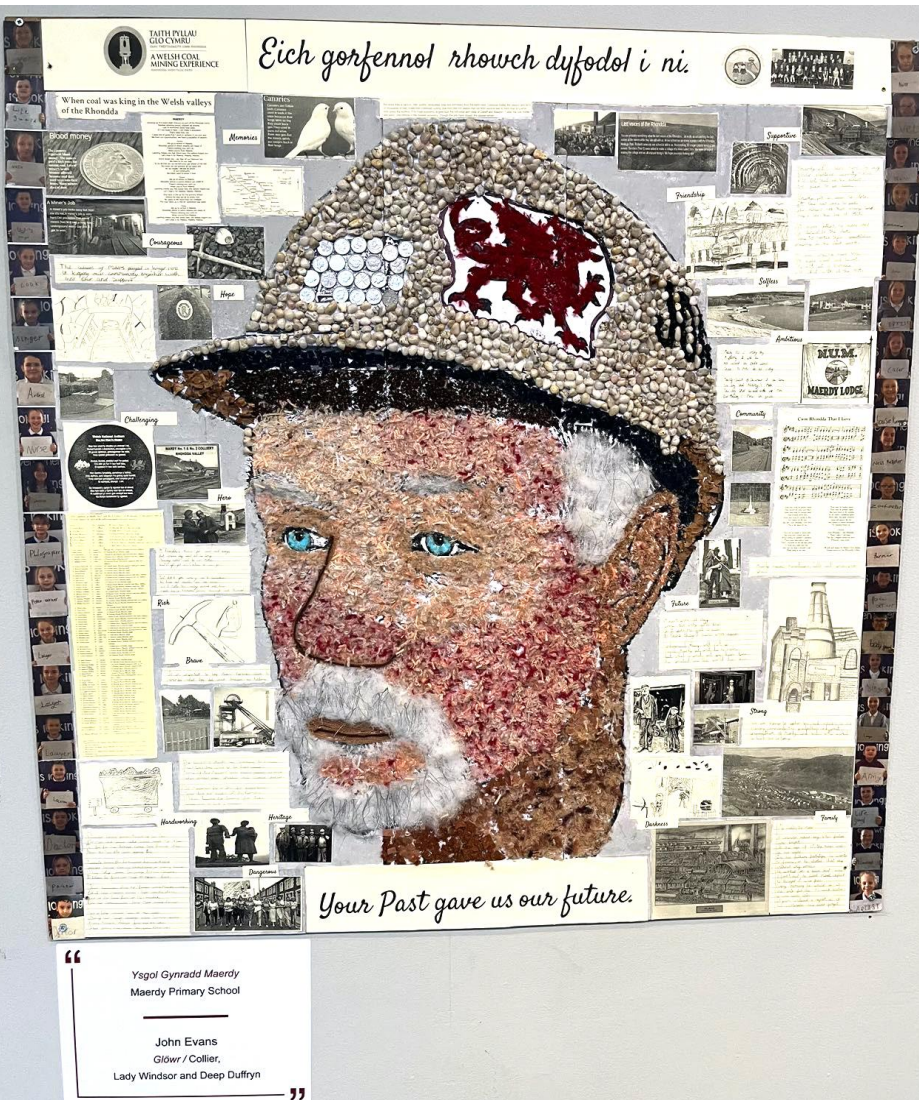


Translanguaging Reading Corner



- engage with literature that represents **diversity**
- **immersive** reading culture
- **authentic** materials, chosen by or for pupils
- **multimodal** songs, rhymes, stories, and poems

Translanguaging experience



Use **timely/relatable topic/content** to create a translanguaging space/experience

- **Y Wladychfa Gymreig** (The Welsh Settlement)
- 3 bilingual Welsh–Spanish primary schools in Patagonia, Argentina





Use languages for **special events**

- School assembly
- Christmas show
- Rugby international
- Welsh festivals
- New Year celebrations
- European Day

Compare: e.g. Christmas/New year greetings/celebrations/decorations

Blwyddyn newydd **dda**!

Xinnian hao! 新年**好**! (new year good)





MENTORA ITM
MFL MENTORING

Christmas

Festivals

A black background poster for the Mid-Autumn Festival. A large, thin white circle is centered on the page. Inside this circle, the text 'Zhōngqiū jié' is written in a white, sans-serif font, followed by the Chinese characters '中秋节' in a larger, white, serif font. Below the Chinese characters, the text 'Mid-Autumn Festival' is written in a white, sans-serif font. To the right of the circle, there is a large, orange, textured circle representing the moon. In the bottom right corner, there is a large, solid orange circle. On the left side, there are white zigzag lines and a small orange circle. In the bottom right, there are several white diagonal lines.

Zhōngqiū jié
中秋节

Mid-Autumn Festival



nónglì
农历

- Chinese Lunar Calendar
- 15th day of the 8th lunar month
- *Friday, 29th September 2023*

The brightest and fullest harvest moon

3-day break

tuányuán

团圆

roundness

= togetherness

= reunion



Moon Festival



yuèbǐng
月饼

Mooncake



yuè

月

moon



甲骨文

Oracle bone script



金文

Bronze script



小篆

Small Seal Script



楷体

Regular script



When is Mid-Autumn Festival?



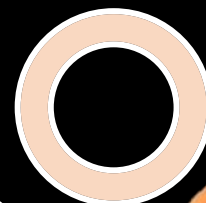
A. 15th August

B. 15th August
(*Chinese Lunar Calendar*)

C. 15th September

D. 15th September
(*Chinese Lunar Calendar*)





**What do
Chinese eat on
Mid-Autumn
Festival?**

A. Moon cakes

B. Rice dumplings

C. Fruit cakes

D. Steamed dumplings



Zhōngqiūjié kuàilè
中秋节快乐

Mid-Autumn
Festival
Hapus!

29/09/2023



Local curriculum:

e.g. Bilingual signs

World restaurants/takeaways



Abertawe Swansea



Global curriculum: UN 2030 'Sustainable Development Goals'



Explore Wales and the World

Learning through languages, not just learning languages.



Sustainable Development Goals: Global Competence

Global competence is a multidimensional capacity.

Globally competent individuals can:

- examine local, global and intercultural issues,
- appreciate different perspectives and world views, successfully and respectfully with others, and
- take responsible action toward sustainability and collective well-being.

(see OECD, 2018: 2)

Vision: 'local Chinese' ➤ 'global Chinese'

Goals: 'classroom situational goals' ➤ 'sustainable development goals'

Focus: 'focus-on-forms' ➤ 'focus-on-humanity'

Competence: 'linguistic competence' ➤ 'global competence'

Content: 'knowledge and grammar' ➤ 'values and morality'

Approach: 'an acquisition approach' ➤ 'an identity approach'

Food (GCSE Level)

- Food in general
- School meal
- Dining out
- Healthy eating
- Eating habits
- Food and festivals



Traditional Language Curriculum	Top-up 'Global' Curriculum
Focus mainly on what is food like in China	Extend to what is happening worldwide
Focus more on personal preference	Extend to what others are experiencing

Traditional Language Curriculum	Top-up 'Global' Curriculum
Chinese and western food Eating habit (food likes and dislikes in different regions in China)	Extend to global food, world food distribution
Chinese food and festivals	Extend to global food and festivals
Lifestyles (e.g. smoking, drinking wine, eating more vegetable & fruit, etc.)	Extend to health issues (e.g. malnutrition and famine caused by food shortage, etc.)

Traditional Language Curriculum	Top-up 'Global' Curriculum
Naming: e.g. Dumpling, noodles, cake and hamburger	Naming: extend to world food
Describing: food likes / dislikes; tastes	Describing: extend to food distribution world wide (e.g. what is grown in an area)
Presenting an opinion: healthy or unhealthy	Presenting, justifying and challenging an opinion: extend to analytical questions(e.g. Which part of the world may suffer from food shortage? Why?)
	Associating: extend to using knowledge and vocabulary of other topics to justify an opinion (e.g. weather)

Translanguaging: Classroom Strategies

The following set of example classroom strategies illustrate some of the concepts discussed in this book.

These example classroom strategies were co-developed with classroom teachers to provide a set of example classroom strategies for teachers to use as a basis for adapting and creating their own translanguaging practices with their pupils.



1.

Tasg Trawsieiithu 1 Labelau

SGIL TRAWSIEITHU
CAM CYNNYDD: 2/3

MAES DYSSU A PHROFIAD: Trawsgwricwloidd

Pwrpas

Datblygu geirfa mewn mwyn naig un iaith.
Ysgrifio cysylltiadau rhwng yr iaithoedd.

Canllawiau athro

1. Paratol diagram gwag ar gyfer labelau.
2. Rhai'r termau wedi eu cymysgu i'r disgyblion mewn un iaith (e.e. Cymraeg neu Saesneg).

Canllawiau disgybl

1. Defnyddio geiradur i chwilio am y termau yn yr iaith arall (cyfieithu).
2. Nodi'r term Cymraeg ar un ochr y label a'r Saesneg ar yr ochr arall i greu label dwyieithog.
3. Labelu'r diagram.

Beth sydd ei angen?

- Poster neu diagram gwag i labelu
- Bla tac
- Labeli post-it
- Pin fflet
- Geiradur dwyieithog
- Glifadur/taflod



Cofiwch...

Mae'r dasg yma'n hyblyg iawn - gallwch addasu'r dasg ar gyfer sawl cyd-destun e.e. diagram y corff mewn gwiddoniaeth neu diagram y gylchred ddwr mewn datgeryddiaeth.

Mae darllen gwyrdd mewn un iaith, ei ddeall a'i fersiwn ei mwyn ei ail-gyhyrchu mewn iaith arall yn sail - bydd angen dipyn o ymarfer.

Ymestyn drwy drawsieiithu

Ar ôl defnyddio'r geiradur i gyfieithu'r termau ewch ati ar y we i chwilio am wybodaeth am wyddoniaethau'r termau (e.e. Beth yw awyrdogaeth 'deilen'?). Mae'r debyg bydd yr wybodaeth ar y we yn Saesneg. Trawsych yr wybodaeth i'r Gymraeg ar gyfer anodi'r diagram.



2.

Tasg Trawsieiithu 2 Gwyllo Fideo

SGIL TRAWSIEITHU
CAM CYNNYDD:

2/3

MAES DYSSU A PHROFIAD: Trawsgwricwloidd

Pwrpas

Derbyn gwyrdd mewn un iaith a thrafod y cyswys drwy gyfrwng iaith arall.

Sbardun

Gwyllo fideo addysgol yn eich maes.

Camau'r dasg

1. Gwyllo fideo addysgol mewn un iaith (e.e. Saesneg) yn y dosbarth.
2. Athro i stori'r fideo yn achlysurol i ysgogi y disgyblion i ymateb i gynhyrchu y rhaglen yn Gymraeg.
3. Gofyn i'r disgyblion adnabod y wybodaeth bwysig sydd wedi cael ei sylwgu.

Ymestyn

Gofynnwch i'r disgyblion fwyd eu baro a thrafod yr hyn a ddysgwyd o'r fideo (Saesneg) yn y Gymraeg.

Beth am wneud nodiadau pwyd bwyd i gynhyrchu yr hyn a ddysgwyd o'r fideo?

Cofiwch...

Nid oes rhaid i'r sbardun fideo (y mewnbwn) fod yn Saesneg, gellir amrywio iaith y mewnbwn a'r allbwn a dro i dro. e.e. gwyllo/gwraiddo ar fideo Cymraeg a thrafod/ymateb yn Saesneg.

Gair o gyngor

Mae'r bwysig fod y dasg yn broses ddeinamig felly cofiwch ysgogi'r disgyblion i gymryd rhan yn y trafodaeth.

Sylweddau Toleid (10)	According to the U.S. National Climate Assessment, our Earth is warming. Earth's average temperature has risen by 1.5 degrees Fahrenheit over the past century and is projected to rise another 2.2 to 8.1°F over the next 100 years. Even small changes in the average temperature of the planet can translate into large and potentially dangerous shifts in climate and weather.
Athro (A)	But so, we discuss it with the students in French and in English.
Disgybl (D)	Well, it's about a temperature change and it's about the climate and it's about the weather.
Athro (A)	Great. It's about a temperature change and it's about the climate and it's about the weather. It's about a temperature change and it's about the climate and it's about the weather.
Sylweddau Toleid (10)	Greenhouse gases are what is making Earth a habitable planet. But the amount of the gases in the atmosphere goes such as carbon dioxide, methane, and nitrous oxide have been accumulating. This accumulation of greenhouse gases is causing global average temperature to rise.



3.

Tasg Trawsieiithu 3 Siaradwr Gwadd

SGIL TRAWSIEITHU
CAM CYNNYDD:

2/3

MAES DYSSU A PHROFIAD: Trawsgwricwloidd

Pwrpas

Derbyn sgwrs mewn un iaith (e.e. Saesneg) gan siaradwr gwadd a defnyddio'r wybodaeth i gyflwyno'r gwaith ysgrifenedig yn y Gymraeg.

Sbardun

Ymweliad siaradwr gwadd.

Camau'r dasg

GWRANDO
Cyflwyniad Saesneg gan siaradwr gwadd.

TRAFFODAETH
Cyfie i'r disgyblion o'fyn cwestiynau i'r siaradwr gwadd.

YSGRIFENNU
Ffurio darn a wath Cymraeg sydd yn crynhoi'r wybodaeth a gyflwynwyd gan y siaradwr gwadd.

Cymorth ychwanegol

Beth am ddiarparu taflen gyda dechreuadau brawddegau i broffio'r disgyblion wrth iddynt fynd ati i gychwynu'r dasg ysgrifenedig?

Enghraifft o wers

Ystyriwch ddefnyddio tasg o'r fath mewn gwrs goginau.

Mewnbwn - Siaradwr gwadd yn rhoi cyfarwyddiadau Saesneg ar sut i bobio bara.

Allbwn - Disgyblion yn mynd ati i ysgrifennu rwyd ar gyfer pobli bara yn Gymraeg.

Gair o gyngor

Gofynnwch i'r disgyblion gymryd nodiadau wrth wraddo ar y siaradwr gwadd er mwyn paratol ar gyfer y dasg ysgrifenedig.





Content & Language Integrated Learning



CLIL has become the umbrella term describing both learning another subject through the medium of a foreign language and **learning a foreign language by studying a content-based subject.**



Language is used to learn as well as to communicate. Benefits: cultural awareness, language competence, preparation for both study and working life, increased motivation & deeper learning.

1956

“Language is not a sterile subject to be confined to the classroom. One of two things must be done: either life must be brought to the classroom or the class must be taken to life.”

Stevens, P. *Spoken Language*. 1956, p. 69





Principles of CLIL



4 Cs in CLIL: **Communication, Culture, Content, and Cognition.**



Language of learning: key terms and concepts on learning content



Language for learning: language needed for meaning-making and tasks



Language through learning: new and accidental language acquisition

Language Detectives





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Transforming Education, Transforming Lives

Number Tennis



Maths song





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Introducing Kandinsky: Colours





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Kandinsky: Emotions





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Water Theme: Africa



Water Theme





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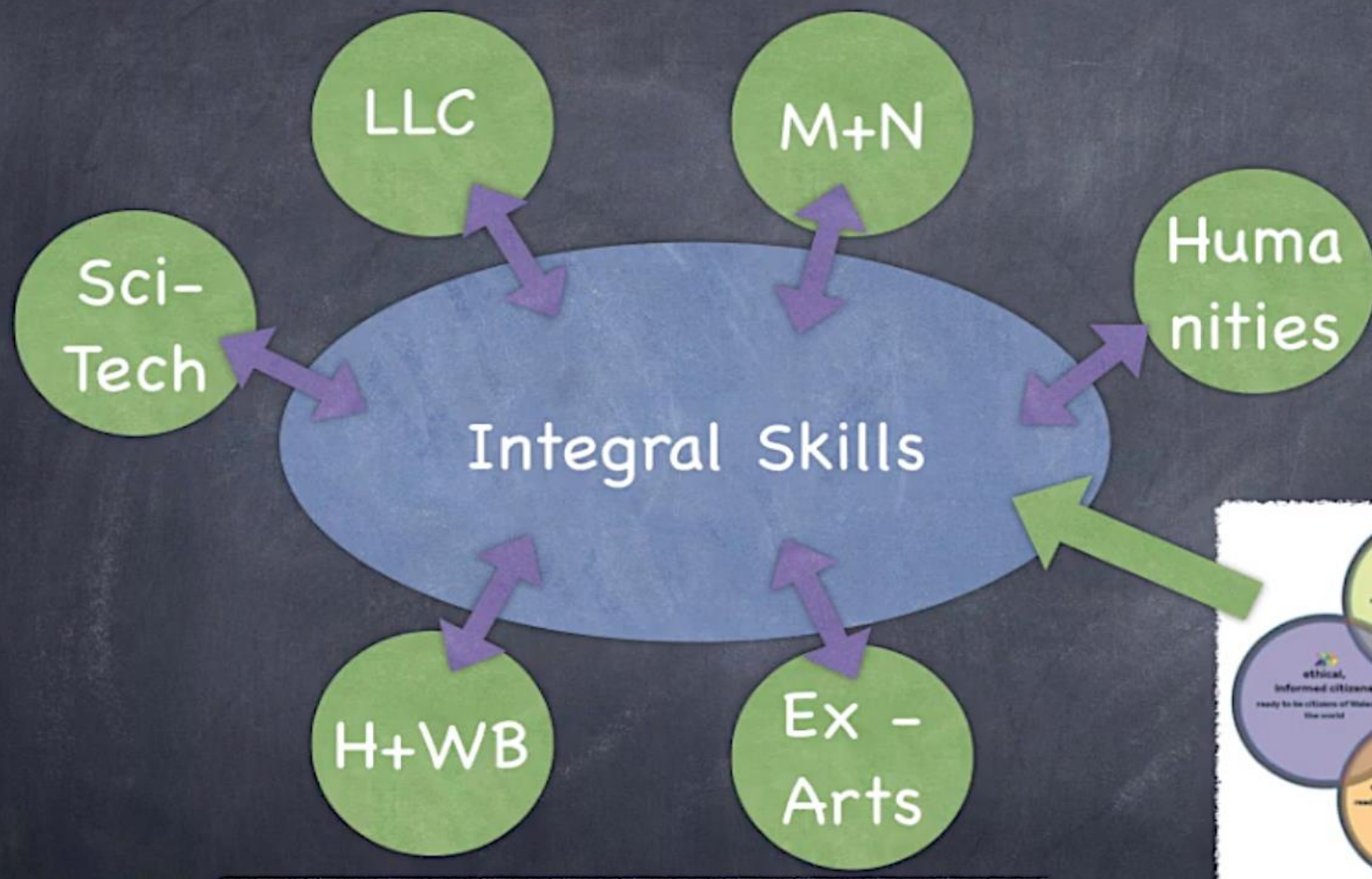
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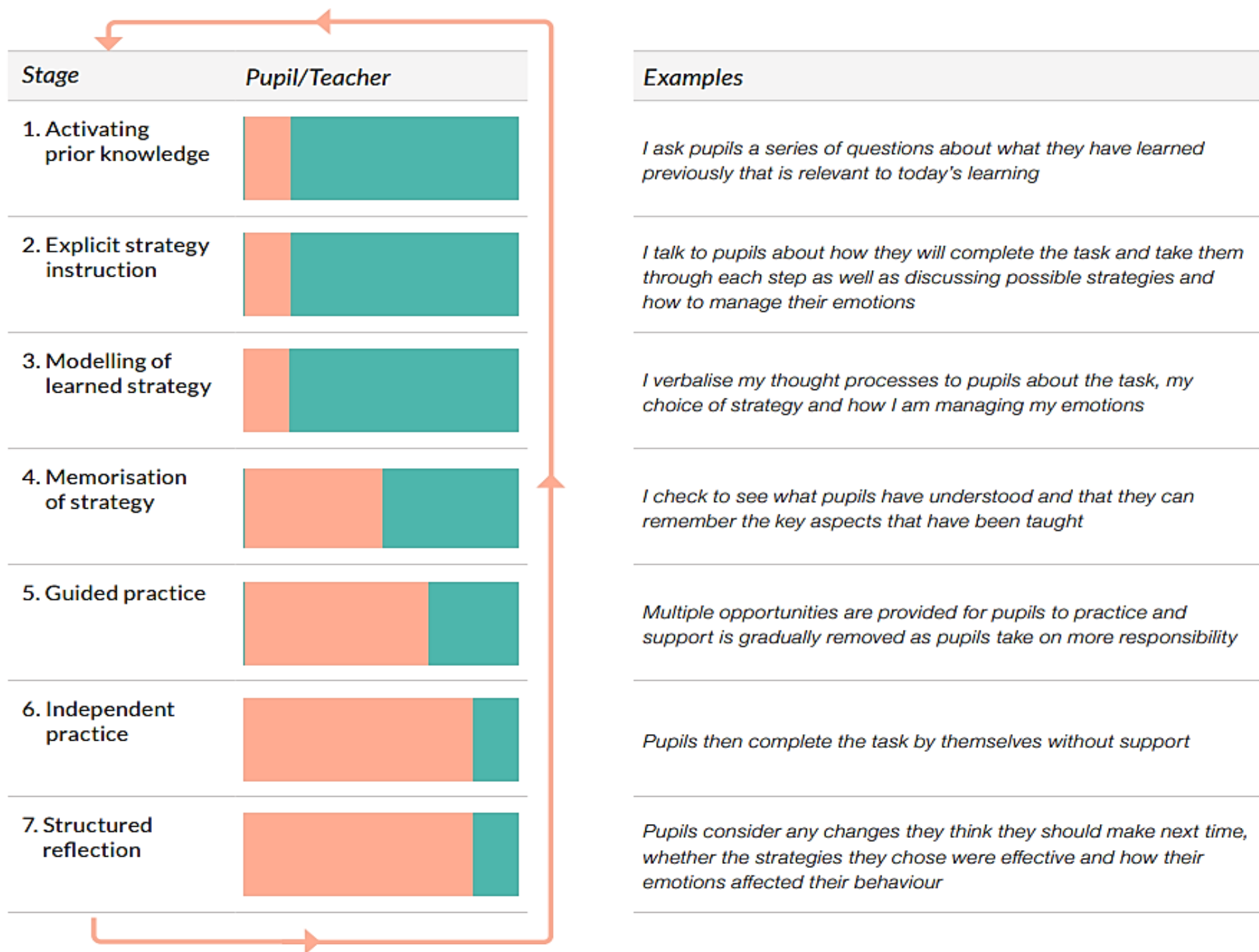
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Helicopter Experiment



Integral skills support learning in all AoLEs





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